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attacks, from the outside, some of the tendencies and principles of the Jamesian psychology. The two aims are entirely legitimate; but they are also distinct; and disagreement with a writer's general attitude may easily lead you to overestimate his slips, and to find contradiction where sympathy would have found only change of standpoint, or mere verbal discrepancy. In some instances, our author seems to have fallen into this trap; in most, however, he has his finger on real weaknesses in James' exposition.

The special points discussed are: the relation of brain to mind, the doctrine of the externality of sensation, the doctrine of the indivisibility of states of consciousness, the self as knower and as known, and James' theories of conception, emotion and volition. S. POWER

An Adventure. By 'ELIZABETH MORISON' and 'FRANCES LAMONT.' London, Macmillan & Co., Ltd., 1911. pp. vii., 162.

The gist of the 'adventure' is this: On August 10, 1901, two English ladies paid their first visit to the Petit Trianon at Versailles. It was, of course, broad daylight; and the visitors, who were in good health, knew practically nothing of the history of the place. They nevertheless saw scenes and met persons of the time of the Revolution; 'Miss Morison' saw the Queen herself. On Jan. 22, 1902, 'Miss Lamont' visited the place alone, and had similar experiences. Subsequent visits, by both the narrators, passed off normally.

Ch. i. of the present account details the events of the various visits, the two authors writing independently; on the two critical occasions they did not see alike at every point. Ch. ii. gives the results of research: identification of the figures seen, the buildings and grounds passed and traversed, the music heard, etc. Ch. iii. answers some of the questions and meets some of the attempted explanations proposed to the writers by sceptical friends. Ch. iv. seeks to account for the whole set of experiences as the reproduction of a memory of Marie Antoinette's. On August 10, 1792, the royal family was penned up for many hours in the little room opening into the Hall of the Assembly; the Queen, exhausted and exasperated, sought a fleeting relief in recalling the simple pleasures and the country freedom of the Petit Trianon; as her thoughts wandered, incident after incident flashed upon her mind,—the incidents re-experienced by the two ladies, more than a hundred years later.

The publishers guarantee "that the authors have put down what happened to them as faithfully and accurately as was in their power;" the names appended to the narrative are the only fictitious things in the book. Now let conjecture do its work! J. WATERLOW

The Concept of Method. By C. R. LOMER. *Controversies over the Imitation of Cicero as a Model for Style, and Some Phases of their Influence on the Schools of the Renaissance.* By I. SCOTT. Teachers College, Columbia University, New York City, 1910. Contributions to Education, 34, 35. pp. 99; v., 145.

Dr. Lomer's object is "to emphasise the strong necessity, in the educational theory of the present day, for an analysis of the process of experience itself, with a view to realising its organic character, to making apparent its implications, and to maintaining its ultimate reality, in idea, as the method of our existence." Educational theory has been largely occupied either with the materials of education or, from a purely formal standpoint, with special details of educational procedure. We have in fact, as the terminal aspects in the educational process, the materials that are selected as educationally valuable in the school course, and the child itself, with its impulses, instincts, activities and energies. The problem is, then, to see how these two elements are related in actual experience; to understand education as a method of giving form to the experience of the child. From